Slide 1

Facilitator Guide

Foundational
Skills 2

Phonics, Word
Recognition and
Fluency

Slide 2

Module Organization

Stages of Word Recognition

Content

1. Non-accurate

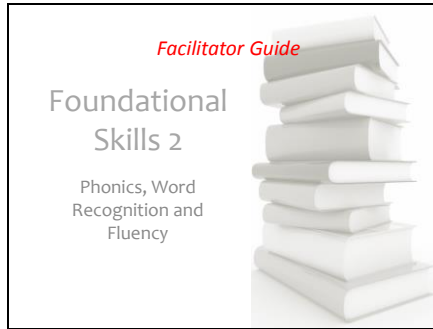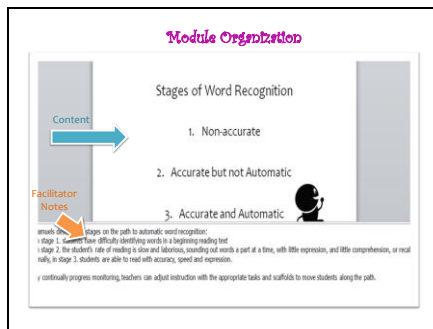2. Accurate but not Automatic

3. Accurate and Automatic

Facilitator
Notes

This series of modules is designed to be used in the context of Faculty Meetings or Professional Learning Communities. It is also intended to be a resource for educators to access throughout the school year. It is designed in a slideshow format, with facilitator notes embedded in the slideshow, as well as in this Facilitator Guide. PLC collaborative exercises are included throughout the series. The final section contains useful planning resources and is intended to be used by educators individually, or during collaborative planning sessions. Educators should maintain access to the complete module series as a long-term resource.
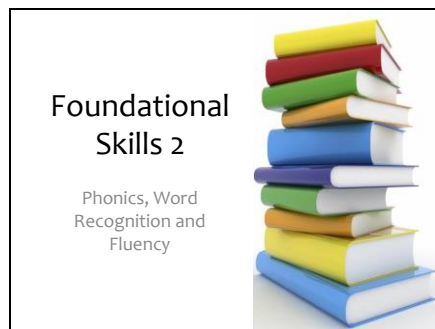
Slide 3
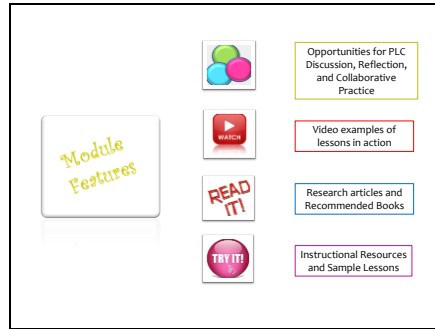
Some of the features offered in the module include: PLC reflections, discussions, and collaborative practice, video examples of lessons, research articles and recommended books for further reading, and links to instructional resources and sample lessons.
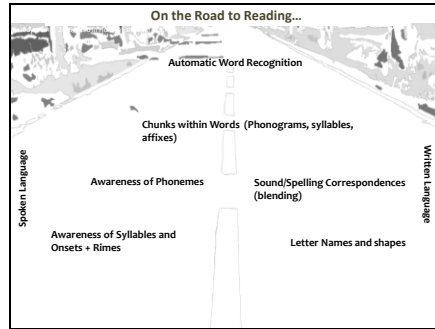
Slide 4

A supplemental PDF Document contains the links to videos and resources contained within each section.

Slide 5

Begin Here

Slide 6

On the Road to Reading…

Automatic Word Recognition

Chunks within Words (Phonograms, syllables, affixes)

Awareness of Phonemes

Sound/Spelling Correspondences (blending)

Awareness of Syllables and Onsets + Rimes

Letter Names and shapes

Spoken Language

Written Language

Last time we looked at Print, Letter Knowledge and Phonological Awareness.
The elements of spoken language combine with the written elements of language on the path to reading proficiency.
This time we will explore phonics, word recognition, and fluency.

Slide 7

The Role of Phonics and Fluency in Common Core Aligned Instruction

Importance of Phonics Instruction
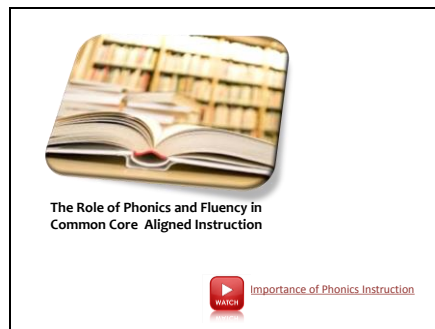
This video provides information about the shifts inherent in the Common Core Standards and the implications for foundational skills instruction.
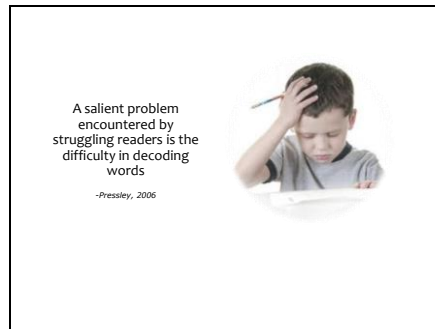
Slide 8

Section 1

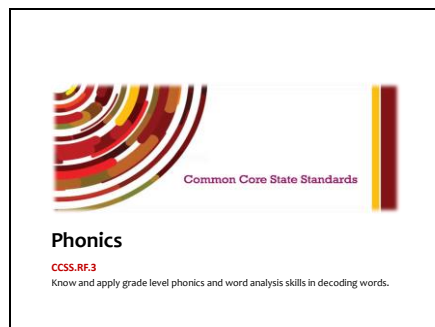PHONICS AND WORD RECOGNITION

Slide 9

PHONICS AND WORD RECOGNITION
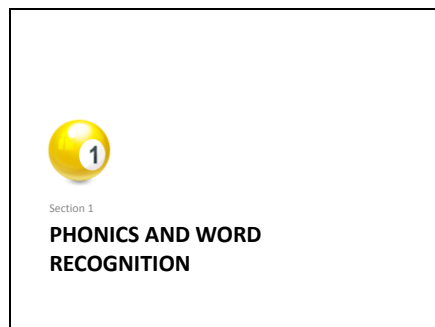
In the first module, we looked at the need to embed phonological awareness within a comprehensive reading program. Similarly, effective phonics instruction is embedded in the context of a larger Reading/Language Arts program. (International Reading Association; www.reading.org)

Slide 10

A salient problem encountered by struggling readers is the difficulty in decoding words

-Pressley, 2006

Slide 11

Common Core State Standards

Phonics

CCSS.RF.3
Know and apply grade level phonics and word analysis skills in decoding words.

The Common Core Reading Foundational Skills Standard 3 indicates that students will know and apply grade level phonics and word analysis skills when decoding words.

Slide 12

What is Phonics?

- Relationship between sounds (phonemes) and corresponding written spelling patterns (graphemes)

- Encoding and Decoding

- Instruction for helping students convert printed words into spoken language and understand the alphabetic principle

- MEANS to an end

Phonics is the study of the systematic relationship between sounds (phonemes) and their corresponding written spelling patterns (graphemes)

Quality phonics instruction helps students convert printed words into spoken language.

Phonics instruction helps students understand the Alphabetic Principle (which is the predictable relationship between written letters and spoken sounds).

Knowing this relationship will help children recognize and encode familiar words, as well as decode many unfamiliar words.

As noted in the first module, phonological awareness is not an end in itself. Similarly, phonics instruction is a means to acquiring the skills necessary for skillful reading. **Students may be learning to recognize words in isolated exercises but should also be applying these skills in the context of real reading experiences.**
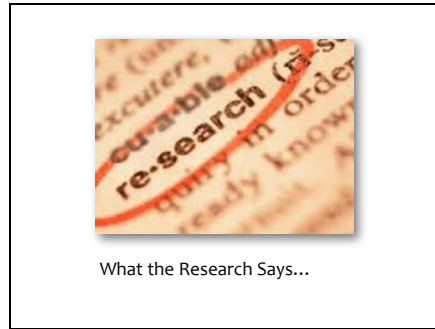
Slide 13

Reflection

PLC DISCUSSION

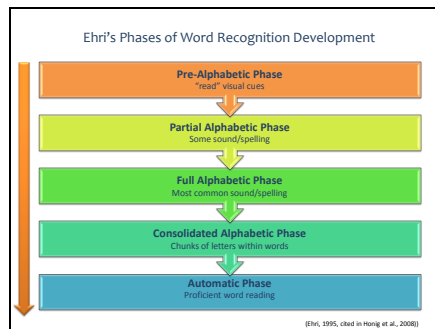Consider the current methods of assessment and instruction in phonics at your school(s).

a. To what extent are they congruent?

b. How well do they reflect what we know about how students learn phonics?

c. What are the implications for instruction and assessment with CCSS implementation?

Questions to discuss in PLCs or work groups.

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What the Research Says...

Slide 15

Ehri's Phases of Word Recognition Development

Pre-Alphabetic Phase
"read" visual cues

Partial Alphabetic Phase
Some sound/spelling

Full Alphabetic Phase
Most common sound/spelling

Consolidated Alphabetic Phase
Chunks of letters within words

Automatic Phase
Proficient word reading

(Ehri, 1995, cited in Honig et al., 2008))

Prominent researcher, Linnea Ehri, proposes that word recognition develops in phases; the goal of moving students through these phases is to develop sight word vocabularies

In the **Pre-Alphabetic Phase**, students are attending to visual cues, such as logographic print (e.g. the big M on the McDonald's sign)

During the **Partial Alphabetic Phase**, students begin to use some sound spelling correspondences

In the **Full Alphabetic Phase**, students understand the alphabetic system and uses it to read words

During the **Consolidated Alphabetic Phase**, Students are able to recognize sound pattern chunks, syllables, affixes, and phonograms, within words (such as –tion and –ing)

Finally, students reach the **Automatic Phase**, where they are able to read proficiently.

Slide 16

Stages of Word Recognition

1. Non-accurate

2. Accurate but not Automatic

3. Accurate and Automatic

(Samuels, 2002)
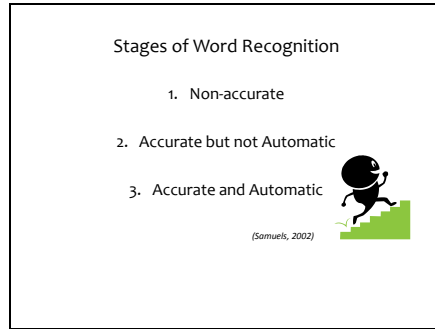
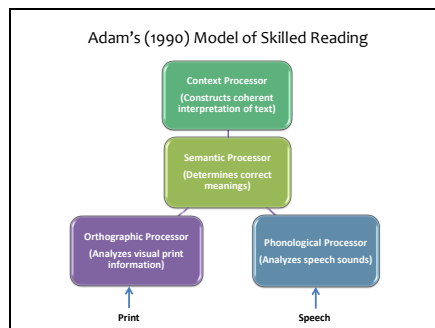Samuels described 3 stages on the path to automatic word recognition:
In stage one, students have difficulty identifying words in a beginning reading text
In stage two, the student's rate of reading is slow and laborious, sounding out words a part at a time, with little expression, and little comprehension, or recall.
Finally, in stage three, students are able to read with accuracy, speed and expression.
By continually progress monitoring, teachers can adjust instruction with the appropriate tasks and scaffolds to move students along the path.

Slide 17

Adam's (1990) Model of Skilled Reading

Context Processor
(Constructs coherent interpretation of text)

Semantic Processor
(Determines correct meanings)

Orthographic Processor
(Analyzes visual print information)

Phonological Processor
(Analyzes speech sounds)

Print

Speech

The reading process involves a network of connections among various processors.
Skilled reading requires well developed connections among these processors
Beginning readers must first connect spoken and printed forms of words (decoding); then they can determine the meaning of the word, in context.
Adams (1990)
This model represents the connections between phonological awareness, phonics and word recognition, word meaning and reading comprehension.

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Approaches to Phonics Instruction

1. Synthetic
2. Analytic
3. Analogy
4. Embedded

There are several theoretical approaches to phonics instruction:

- **Synthetic phonics** instruction is a systematic, explicit approach where students learn how to convert letters and combinations into sounds and blend sounds together to read words. (words are read by saying each distinct sound and blending sounds together smoothly, Johnston & Watson, 2004, cited in Kyle et al. 2013). This method incorporates decodable text at students' instructional levels.

- With **Analytic phonics** instruction, sounds are taught in the context of words that are known. Students look at a known word, the teacher introduces a sound pattern in that word and gives examples of other words with that pattern. Then, student read a new word containing that same sound pattern, rather than using individual sounds to blend.

- Similar to the analytic approach, **Analogy phonics**, students learn a phonogram in a familiar word and apply this knowledge to read unfamiliar words containing the known phonogram.

- With **Embedded phonics**, instruction is embedded in the context of authentic reading and writing situations. Phonograms/patterns are taught informally or incidentally.

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Synthetic: Teacher explicitly introduces a new sound and students blend this sound, with previously taught sounds, to decode new words.

Analytic: Students read a known word *"train"* and the teacher introduces the sound */ai/* to be applied to unfamiliar words containing that sound.

Analogy: Students knows the phonogram *–ain* in words like train and rain. Now, students decode the unfamiliar term *brain,* which contains the same pattern.

Embedded: Phonic elements are introduced incidentally within the context of reading text.

Slide 20

A Great Debate...

Direct Instruction in Phonics   **Whole Language**

Emphasized need for code based instruction in phonics.

Embedded phonics instruction in the context of authentic reading and writing experiences
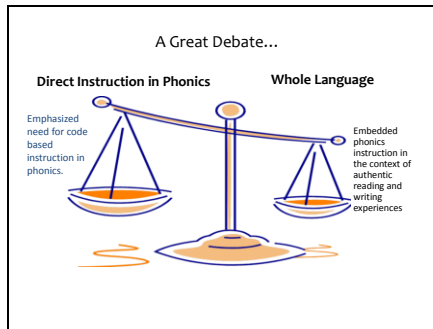
Effective teachers of reading and writing ask when, how, how much, and under what circumstances phonics should be taught.

Debates over the type and amount of phonics instruction needed in our classrooms continue to this day.

Some programs emphasize the need for code based instruction in phonics, while others embed phonics instruction within the context of authentic reading and writing experiences (teaching grapheme-sound patterns incidentally).

CCSS clearly advocate a balanced approach of skills instruction integrated within authentic reading and writing programs.

Slide 21

"Perhaps the most widely respected value of letter-sound instruction is that it provides students with a means of deciphering written words that are visually unfamiliar"

--Marily Jager Adams

Phonics instruction need not be highly prescriptive but should be systematic, based on research (International Reading Association)

Researchers have documented the success of systematic, explicit phonics instruction, compared to no instruction or non-systematic instruction (NRP, 2000)

Critics of phonics instruction argue that English spellings are too irregular for phonics instruction to really help children learn to read words. The point is, however, that phonics instruction teaches children a system for remembering how to read words. (readingrockets.org)

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The Alphabetic Principle

The goal of phonics instruction is to help children learn the alphabetic principle. The alphabetic principle is the idea that there is an organized, logical and predictable relationship between written letters and spoken sounds. (readingrockets.org)

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Letter Sound Correspondence

Letter Sound Correspondence Activities
From the Florida Center for Reading Research
www.fcrr.org

TRY IT!

Briefly view the link and emphasize:
These skills are intended to be a part of phonics instruction and skills application. Additionally, these skills should be applied during the reading of decodable text and authentic literature, and during writing exercises.

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TEACH YOUR MONSTER TO READ
First Steps

Built on the principles of synthetic phonics, Teach Your Monster to Read is a game based learning tool for students to practice blending and segmenting to develop accuracy and speed of letter recognition.

http://www.teachyourmonstertoread.com/

View the trailer for the Teach Your Monster to Read game.
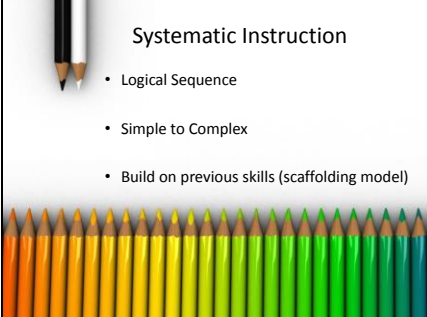
Slide 25

One size does not fit all...

- Systematic phonics programs are significantly more effective than non-phonics approaches (National Reading Panel, 2000)
- The superiority of a particular program, or approach, has not been supported in research to date. (Stahl, Duffy-Hester, &Stahl, 1998)
- Some instructional programs combine approaches.
- The approach, or combined approaches, an educator chooses will depend on *the reader, the task,* and *the context.*

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Systematic Instruction

- Logical Sequence

- Simple to Complex

- Build on previous skills (scaffolding model)

Systematic instruction includes the teaching of sound-spelling relationships in a logical sequence.
New skills build on existing ones and tasks are arranged from simple to complex

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Conclusions about systematic phonics instruction:

National Reading Panel

1. It is effective in various settings (e.g. small group, whole group)
2. Early instruction, during Kindergarten and 1st grade, is highly beneficial
3. It is an effective form of remediation and prevention of reading difficulties for at-risk, and those of various socioeconomic backgrounds
4. It does not interfere with reading comprehension; findings suggest it can enhance it.

(The National Reading Panel, 2000)

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PLC DISCUSSION

Think about the phonics approaches/programs you are currently using.

1. *What research base do they seem to have?*

2. *Do they combine phonics with phonemic awareness, or, do they combine approaches to phonics instruction?*

3. *How well do they reflect the conclusions, drawn from research, about how children learn phonics?*

PLC Discussion

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Word Identification and Word Building

Slide 30

Word Identification Strategies

➢ facilitate decoding

➢ Language patterns

➢ Rule breakers

Word identification strategies are tools students use to facilitate the process of recognizing unfamiliar words. When decoding words, students use familiar language patterns, however, they will encounter irregular words that do not follow the patterns, or rules, we teach. (Cohen & Cowan, 2011)

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Word Identification Strategies

1. **Phonics** (e.g. long and short vowel patterns, consonant blends, digraphs)

2. **Structural Analysis** Readers examine the morphological structures in words to determine pronunciation and meaning (e.g. affixes added to roots change meaning).

3. **Syllabication** Readers use knowledge about syllables to chunk words into manageable units during the decoding process.

Students may use a variety of patterns or strategies to decode words.
1. When using phonic analysis, students are examining the known written letters and corresponding sound pattern to decode unfamiliar words. It requires readers to discriminate between sounds, recognize sound patterns, and blend sounds to decode words.
2. When using structural analysis, they are using knowledge about morphology (affixes and roots)
3. Knowledge about syllables (words or word parts containing one vowel sound) helps students recognize how whole words can be broken down into manageable chunks when sounding out unfamiliar words. This is important when they encounter multi-syllabic words. (Cohen & Cowan, 2011). Understanding phonic and syllable patterns helps students develop spelling and writing skills.

Slide 32
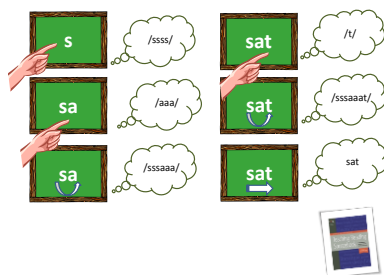
Blending Routines
Use synthetic phonics methods to help students blend and pronounce words independently.

➢ **Sound by Sound**
➢ **Continuous**
➢ **Whole Word**
➢ **Spelling Focused**

Slide 33
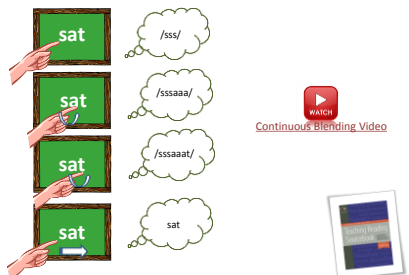
Sound by Sound Blending

s — /ssss/
sa — /aaa/
sa — /sssaaa/
sat — /t/
sat — /sssaaat/
sat — sat

For Sample Lessons see: Honig, Diamond, and Gutlohn, (2008). *Teaching reading sourcebook: For all educators working to improve reading achievement (2nd. Edition).* Berkley, CA: Arena Press.

Slide 34

Continuous Blending with CVC words

sat — /sss/
sat — /sssaaa/
sat — /sssaaat/
sat — sat

WATCH
Continuous Blending Video

For Sample Lessons see: Honig, Diamond, and Gutlohn, (2008). *Teaching reading sourcebook: For all educators working to improve reading achievement (2nd. Edition).* Berkley, CA: Arena Press.

Slide 35

Whole Word Blending

rope — /r/
rope — /oooo/
rope — /p/
rope — rope

For Sample Lessons see: Honig, Diamond, and Gutlohn, (2008). *Teaching reading sourcebook: For all educators working to improve reading achievement (2*[nd]*. Edition).* Berkley, CA: Arena Press.

Slide 36

Spelling Focused Blending

read — /e/
read — read

For Sample Lessons see: Honig, Diamond, and Gutlohn, (2008). *Teaching reading sourcebook: For all educators working to improve reading achievement (2*[nd]*. Edition).* Berkley, CA: Arena Press.

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Decoding By Analogy

Readers apply known spelling patterns to decode unfamiliar words (Adams, 1990)

Students use:

A *familiar* word… ⟶ action

with a *familiar* spelling pattern ⟶ -tion

to decode an *unfamiliar* word ⟶ attention
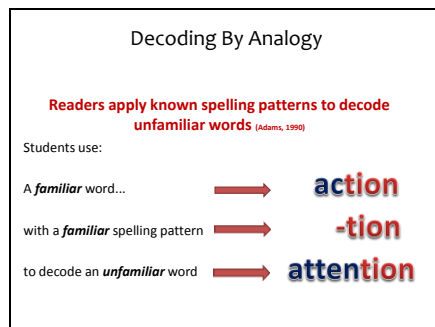
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Word Detectives

This approach uses a method of decoding by analogy in which students segment key words into sounds, compare sounds to letters, and determine which letters match the sounds.
(Irene Gaskins, 2004)

READ IT!   Word Detectives Article and Description

Provide the article (either digital link or hard copy) for participants to read at their convenience.
http://www.educationalleader.com/subtopicintro/read/ASCD/ASCD_327_2.pdf

Slide 39

PLC Collaborative Exercise

Divide and Conquer!

Design a lesson based on one of the instructional ideas on the remaining slides in this section.
Share lessons with PLCs

Slide 40

Encoding and Decoding Activities
From the Florida Center for Reading Research
www.fcrr.org
TRY IT!

Briefly view the link of suggested activities.

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Elkonin **B** o x e s

Blending and Segmenting with Elkonin Boxes

WATCH   Elkonin Boxes Video Example

TRY IT!   Ebook sample lessons

In the previous module we explored Elkonin boxes for phonemic awareness instruction.

Elkonin boxes may also incorporate the use of graphemes (written representation of the phonemes). Rather than move chips into boxes for each sound, now students can move the letters (which correspond to each sound) into the boxes.

View the video and briefly view the link for ebook sample lessons.

Slide 42

Onset-Rime Example

One syllable words are broken apart into an opening part (onset) and the ending part (rime) (Pinnell & Fountas, 1998)

Onset—the consonant, consonant blend, or consonant digraph before the vowel

Rime –the vowel and everything beyond

To teach the new word *stick*, introduce the phonogram *–ick* in a familiar word (e.g. sick). Then note the similarity in the phonogram *(–ick)* in both words. Finally, students will blend *–ick* with the onset *st-* to say the new word.

Similar to the decoding by analogy method, in the onset and rime approach, one-syllable words are broken apart into an opening part (onset) and the ending part (rime).

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Onset-Rime Activities

Pinterest
ReadWriteThink.org
FCRR
Reading Rockets

c -at
b -at

Briefly view the links for onset-rime activities.

Provide Participants with the links for onset-rime activities:

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More Classroom Activities

Syllable Patterns and Morpheme Structure
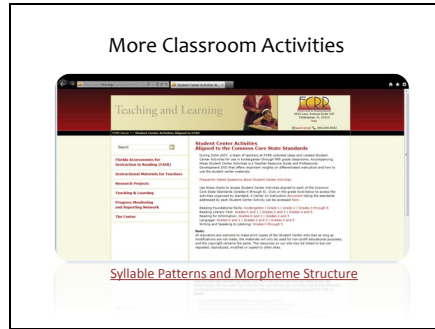
Briefly view the link for syllable and morpheme structure activities.

End section

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Section 2

WORD BUILDING, WORD WALLS AND RULE BREAKERS

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Word Building Exercises
Encoding and decoding practice through manipulating, sorting, and building words
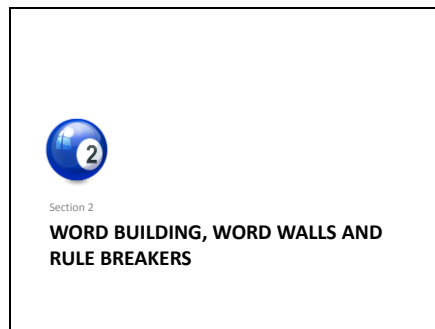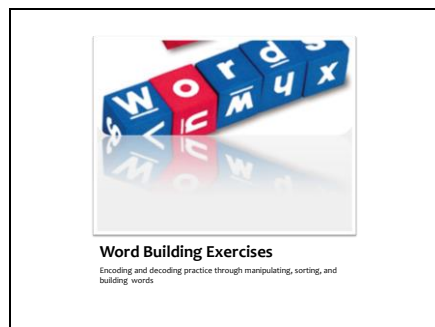
Word study exercises include encoding and decoding practice in sound/spelling patterns through sorting, manipulating, and building words.

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Word Building

Instructional strategy designed by Isabel Beck

Word Building Online Reading

- This approach has shown significant improvements for students in decoding, comprehension, and phonological awareness (Cunningham, 2011).

- Word building allows students to see the effects on words when we change letters.

- In word building exercises, words are transformed by progressively adding, deleting, or substituting letters.

- Each word in the sequence varies by one letter

This approach has shown significant improvements for students in decoding, comprehension, and phonological awareness (Cunningham, 2011).
Word building allows students to see the effects on words when we change letters.
In word building exercises, words are transformed by progressively adding, deleting, or substituting letters.
Each word in the sequence varies by one letter.

Provide the article (either digital link or hard copy) for participants to read at their convenience.

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Word Building

Sample Sequence
Students build new words by changing one sound

ad
mad
had
hat
hit
it
sit

Teachers may challenge students to build as many words as they can, using a selection of (a) onsets or (b) rimes.

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Word Sorting

Students may sort words according to:
– Beginning or ending sounds
– spelling patterns (e.g. rhyme, vowel patterns)
– Syllable patterns (e.g. type or number)

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Making Words Exercise

1. **Manipulate** letters to make word
2. **Sort** words according to rhyme patterns
3. **Transfer** learning to reading and spelling new words.

Making Words Lesson 1
Youtube
Making Words Lesson 2
TeachersDomain

View the videos and have participants discuss the benefits of this type of lesson.
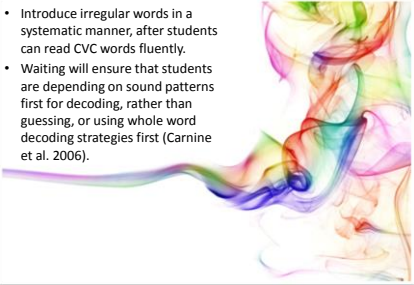
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Rule Breakers

Teaching Irregular Words
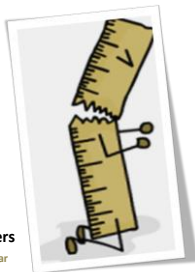
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- Introduce irregular words in a systematic manner, after students can read CVC words fluently.
- Waiting will ensure that students are depending on sound patterns first for decoding, rather than guessing, or using whole word decoding strategies first (Carnine et al. 2006).

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WORD WALLS

- An organized collections of words prominently displayed for a purpose.
- A reference for irregularly spelled (but high frequency) words used in speaking, reading, and writing
- help students see patterns and relationship in words

Tips for Teaching Irregular Words

Word Wall Activities and Examples

TRY IT!

Vaughn, S. & Linan-Thompson, S.L. (2004). Research-Based Methods of Reading Instruction, Grades K-3. Alexandria VA: ASCD.
Provide links to participants: tips for teaching irregular words and word wall activities and examples.

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Sight Word Games

Dolch Word Games

Free online **Dolch word games** to help you learn those all-important sight words. There are games where you match the spoken word to text, word searches and spelling practice games.

The games are divided into sets for Pre-Primer, Primer, 1st Grade, 2nd Grade and 3rd Grade. The most frequently used words in the English language are in the Pre-Primer section, so that's the best section to start with.

Dolch Word Lists and Games

TRY IT!

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Section 3

**INTEGRATING SKILLS IN AUTHENTIC
READING AND WRITING EXPERIENCES**

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**Integrating Skills in Authentic
Reading and Writing Experiences**
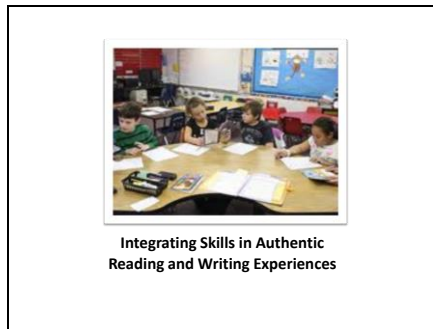
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Quality Phonics Instruction

1. Fosters understanding of the Alphabetic Principle
2. Incorporates elements of phonemic awareness
3. Includes frequent practice in reading words and applying skills learned
4. Leads to automatic word recognition
5. **Is one part of a comprehensive reading program**

Students should understand the relationship between written letters and corresponding sounds (Reciprocal relationship)
Students practice in reading and writing tasks, not just isolated drills
Students need multiple exposures to words in isolation and in context of reading to promote fluency
Teachers embed phonics into genuine reading experiences which include other reading skills (vocabulary, and comprehension)

(Stahl, Duffy-Hester & Stahl, 1998, cited in CORE)

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Program Evaluation

Effective programs help students understand the relationship between letters and sounds, and apply this knowledge in reading and writing situations.

Effective programs offer phonics instruction that:

Help teachers explicitly and systematically instruct students in how to relate letters and sounds, how to break spoken words into sounds, and how to blend sounds to form words
Help students understand why they are learning the relationships between letters and sounds;
Help students apply their knowledge of phonics as they read words, sentences, and text;
Help students apply what they learn about sounds and letters to their own writing;
Can be adapted to the needs of individual students, based on assessment;
Include alphabetic knowledge, phonemic awareness, vocabulary development, and the reading of text, as well as systematic phonics instruction.

Text sets should use repetition of words to encourage students to attend to word elements, and to increase fluency and automaticity with vocabulary.

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Application of Skills with
Decodable Texts

Slide 60

Decodable Text

➢ Students using decodable text early in reading instruction have a stronger start in reading development (Belvins, 2006).

➢ Examine text for decodability according to the previously instructed sound patterns and irregular words.

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Beginning Reads

The goal of the BeginningReads Program is to connect student's oral language knowledge with written language. The texts do this by placing a premium on words that are both highly concrete and phonetically regular (TextProject Inc.)

Beginning Reader Texts

Check It Out!   Beginning Reads Program

View video and briefly browse the books in the Beginning Reads Program. Provide the link to participants for further exploration.

Slide 62

Access for *All* Students

Tar Heel Readers include a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces

http://tarheelreader.org/

Check It Out!

Slide 63

Starfall.com is a free application that assists children to read with phonics. It combines a systematic phonics approach with phonemic awareness practice.

http://www.starfall.com/

TRY IT!

These programs (Beginning Reads, Tarheel Readers, and Starfall) are valuable resources to pass on to parents.

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Application of Skills in Writing

Slide 65

Integrating Skills

Teachers model skill application during shared writing tasks.

Students practice by thinking about known sound patterns and apply them during independent writing tasks.

Writing offers the opportunity to apply knowledge about phonics and spelling patterns. Teachers should model the application of current phonics skills and spelling patterns being taught during shared writing exercises. For independent writing exercises, teachers should remind students to think about the sounds in the words they want to write, think about the sound patterns they know, and apply these to spell and write words accurately. Students should also remember to apply these skills when peer reviewing or proofreading their own writing.

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Putting it all together…

If you are explicitly teaching the phonogram *-at*

1. You may use a *blending* approach to explicitly sound out sample words with this phoneme.

2. Then, students may practice applying the skill in *word building* exercises or small group onset-rime activities (e.g. offerings from FCRR).

3. Next, students may practice *fluency* with *decodable text* containing examples of this phonogram.

4. Finally, students may apply knowledge of this spelling/sound pattern in *writing* exercises incorporating encoding, writing, and proofreading.

Slide 67

Reading Rockets

READ IT! Strategies to Develop Phonics Skills

This is a link to the reading rockets website, which contains useful information about how to teach children to sound out words, and what to do if a child is having difficulty linking letters and sounds.

Provide article link to participants for further reading.
Dahl, K.L. (2000). *Rethinking Phonics: Making the Best Teaching Decisions*. Heinemann

Slide 68

Reflection

PLC DISCUSSION AND COLLABORATIVE PRACTICE EXERCISE

1. Think about the methods by which you currently incorporate phonics instruction. How do you embed skills within the context of your reading and writing programs?
2. Design a lesson in which phonics skills are taught explicitly in addition to accommodating time for students to apply these skills in reading and writing activities.

Be prepared to reflect on these lessons when sharing with members of your PLC.

Questions to discuss in PLCs or work groups.

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4

Section 4
FLUENCY

Slide 70

FLUENCY
Automatic word recognition and expressive reading.

Slide 71

Common Core State Standards

Fluency

CCSS.RF.4.K
Read emergent reader texts with purpose and understanding
CCSS.RF.4.1-5
Read with sufficient accuracy and fluency to support comprehension

The Common Core Reading Foundational Skills Standard 4 indicates that students will read emergent reader texts with purpose and understanding in kindergarten and read with sufficient accuracy and fluency to support comprehension in grades 1 through 5.

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What the Research Says…

Slide 73

"*Adequate progress in learning to read…depends on sufficient practice in reading to achieve fluency with different texts*" (p. 4)

Fluent readers read with speed, accuracy, and proper expression.

Fluency can be fostered through instruction.

Guided, repeated oral reading procedures effectively increase fluency and comprehension.

--National Reading Panel (2000)

The National Reading Panel defines fluency as "*Adequate progress in learning to read…depends on sufficient practice in reading to achieve fluency with different texts*" (p. 4)

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A strong correlation exists between fluency and comprehension
(Allington, 1983; Samuels, 1988, cited in Honig et al., 2008)

Since struggling readers may not gain fluency skills incidentally, direct instruction is often needed.
(Hudson, Lane, and Pullen, 2005, cited in Honig et al., 2008)

Independent reading practice may not be enough!

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PLC DISCUSSION

The main goal of reading is comprehension.

Why is decoding automaticity so important for good comprehension?

Discuss in your PLCs

Slide 76

The cognitive demands of reading

1. Decoding
2. Comprehension
3. Attention

Effort toward decoding + Effort toward Comprehension
= Cognitive Load

We have a limited ability to process information.
Reading requires many demands on cognitive and metacognitive processes. These demands include Decoding, Comprehension, and Attention

Fluency involves the ability to decode words with automaticity and comprehend simultaneously.

The ability to read fluently reduces Cognitive Load: When a student recognizes words with ease and reads with automaticity, this frees attentional resources for comprehension.

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Evidence in Research

The Power of Oral Reading Fluency

READ IT!

Excerpt from
National Reading Panel
Report

View the video "why fluency" about the relationship between fluency and comprehension, and the theory of automaticity.
Provide the excerpt from the National Reading Panel Report for reading at their convenience.

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How can we help students become fluent readers?

READ!

Practice sub-skills of fluent reading

Motivate
(keep expectations high and recognize success!)

Model fluent reading during read-aloud activities
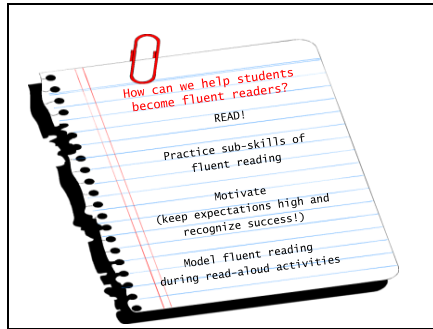
Of course, for students to hear fluency models it will be necessary for educators to model fluent reading.
It is crucial to teach the basic sub-skills (Alphabet Knowledge , Phonemic Awareness, and Phonics)
The size of the visual unit of word recognition is the letter for beginners and whole words for fluent readers. As beginning readers read more, their exposure to words increases, the familiarity increases, and the size of the unit of recognition increases into chunks and eventually whole words.
Reading is a challenging task in the beginning (more challenging for some than others). Motivate students to persevere, provide plenty of interesting reading material and challenge them to push their limits. Recognize success!

(Samuels, 2002)

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Alignment of instructional practices with CCSS

Slide 80

Activities for Building Foundational Fluency Skills

CCSS.RF.4.K
Read emergent-reader texts with purpose and understanding (K)

CCSS.RF.4.(1-5)
Read with sufficient accuracy and fluency to support comprehension

WATCH

Choral Reading

Shared Reading

Reader's Theater
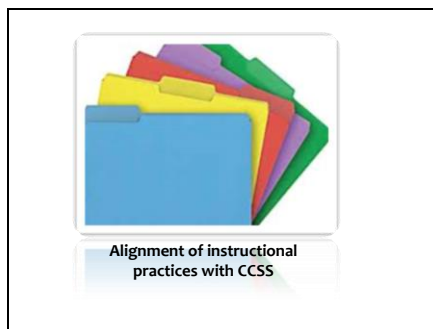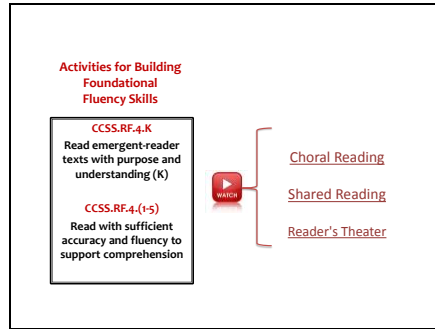
View the videos and have participants discuss how the demonstrations meet the CCSS Standards displayed.

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Activities for Building Foundational Fluency Skills

CCSS.RF.4.K
Read emergent-reader texts with purpose and understanding (K)

CCSS.RF.4.(1-5)
Read with sufficient accuracy and fluency to support comprehension

Activities to Build Fluency
from the Florida Center for Reading Research including:

TRY IT!

- Rapid Letter Recognition
- High Frequency Words
  - Chunked Text
- Reading with Expression
- Repeated, Timed Reading
  - Listening Center
  - Choral Reading
  - Readers Theater

Provide link to participants and have them browse the descriptions for activities that build fluency. Hold a group discussion about how these skills can be embedded in current reading programs.

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Always Keep in Mind...

...these skills should be embedded in a comprehensive reading program.

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PLC COLLABORATIVE EXERCISE

Select a grade level, complex text and apply one of the following instructional methods:
Fluency Development Lesson (FDL)
or
Fluency-Oriented Reading Instruction (FORI)

Share plans and reflect on results at a future PLC session

Directions for FDL and FORI on next two slides.

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The Fluency Development Lesson (FDL) integrates principles of fluency, phonics, and vocabulary instruction within the context of a comprehensive reading program. Students instructed with this program have made gains in fluency and overall reading achievement (Kuhn & Rasinski, 2011).

Fluency Development Lesson (FDL)

TRY IT!

Source: The Fluent Reader by Timothy V. Rasinski, (Scholastic, 2003.)

Provide participants with the link or hard copy of the FDL.

Slide 85

Fluency Oriented Reading Instruction (FORI) integrates vocabulary and comprehension instruction with fluent reading of a complex text. It incorporates echo, choral, and partner reading in a systematic way. Students instructed with this program showed significant growth in reading achievement (Stahl & Heubach, 2005).

READ IT!   FORI Article and Lesson Description   TRY IT!

VRI Sample

Provide participants with links or hard copies of the articles.

Stahl, S.A., & Heubach, K.M. (2005). Fluency-Oriented Reading Instruction. Journal of Literacy Research 37(1) p. 25-60.
Schwanenflugel, P. (2008). Fluency development and whole class instruction: Approaches for shared reading. In M.R. Kuhn, The hows and whys of fluency instruction. Boston MA: Pearson.

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Section 5

PHONICS, WORD RECOGNITION, AND FLUENCY RESOURCES
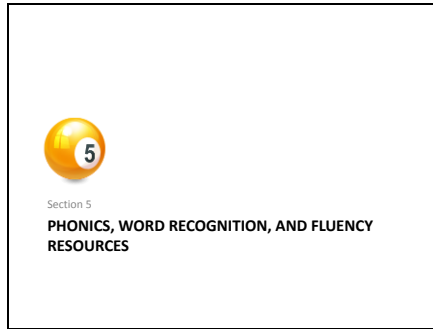
The following section contains useful resources for educators to refer to regularly, during planning sessions. It is not necessarily intended to be a face to face session. Teachers may view the electronic version in PLCs and save the modules for future reference.

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Center on Instruction

The Center on Instruction has developed a useful guide about learning progressions. This guide includes:

– The Foundational skills
– The Foundational sub-skills
– Instructional examples

Center on Instruction

The Center on Instruction has developed a useful guide for instruction.
This resource helps educators know and understand the sub-skills, or prerequisites, students need to achieve the Foundational Skills (K–5) noted in the CCSS.

To access the document, click on foundational skills and click search resources. Scroll down to the PDF document: **BUILDING THE FOUNDATION - A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards**

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This is a screen shot of the sample learning progressions included in the document. They include the Common Core Standard and sub standard, the sub-skills related to that standard, and some instructional examples of how to teach the standard and skills. These progressions would be helpful for educators to see how a systematic instructional program may work. The document includes progressions for K-5 in all of the Foundational Skills areas.

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Slide 96

Phoneme-Grapheme Correspondences

Phoneme	Word Examples	Common spellings
/p/	pit, spider, stop	p
/b/	bit, brat, bubble	b
/m/	mitt, comb, hymn	m, mb, mn
/t/	tickle mitt, sipped	t, tt, ed
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/ng/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, ph, lf
/v/	van, dove	v, ve
/s/	sit, pass, science, psychic	s, ss, sc, ps

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Phoneme-Grapheme Correspondence

Phoneme	Word Examples	Common spellings
/z/	zoo, jazz, nose, as, xylophone	z, zz, se, s, x
/th/	thin, breath, ether	th
/th/	this, breathe, either	th
/sh/	shoe, mission, sure, charade, precious, notion, mission, special	sh, ss, s, ch, sc, ti, si, ci
/zh/	measure, azure	s, z
/ch/	cheap, future, etch	ch, tch
/j/	judge, wage	j, dge, ge
/l/	lamb, call, single	l, ll, le
/r/	reach, wrap, her, fur, stir	r, wr, er/ur/ir
/y/	you, use, feud, onion	y (u, eu), i
/w/	witch, queen	w, (q)u
/wh/	where	wh
/h/	house, whole	h, wh

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Phoneme-Grapheme Correspondence

Phoneme	Word Examples	Common spellings
/ē/	see, these me, eat, key, happy, chief, either	ee, e__e, -e, ea, ey, -y, ie, ei
/ĭ/	sit, gym	i, y
/ā/	make, rain, play, great, baby, eight, vein, they	a__e, ai, ay, ea, -y, eigh, ei, ey
/ĕ/	bed, breath	e, ea
/ă/	cat	a
/ī/	time, pie, cry, right, rifle	i__e, ie, -y, igh, -i
/ŏ/	fox, swap, palm	o, wa, al
/ŭ/	cup, cover, flood, tough	u, o, oo, ou
/aw/	saw, pause, call, water, brought	aw, au, all, w, ough
/ō/	vote, boat, toe, snow, open	o_e. oa, oe, ow, o-
/ŏŏ/	took, put, could	oo, u, ou
/ū/ [ōō]	moo, tube, blue, chew, suit, soup	oo, u_e, ue, ew, ui, ou

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Phoneme-Grapheme Correspondence

Phoneme	Word Examples	Common spellings
/y/ /ū/	use, few, cute	u, ew, u_e
/oi/	boil, boy	oi, oy
/ow/	out, cow	ou, ow
/er/	her, fur, sir	er, ur, ir
/ar/	cart	ar
/or/	sport	or

Slide 100

Consonant Graphemes

Consonant Grapheme type	Definition	Examples
Single letters	Single consonant letter can represent a consonant phoneme	b, d, f, g, h j, k, l, m, , p, r, s, t, v, w, y, z
Doublets	Uses two of the same letter to spell one consonant phoneme	ff, ll, ss, zz
Digraphs	Two letter combination that stands for one phoneme none stands for alone	th, sh, ch, wh, ph, ng (sing), gh (cough) [ck]
Trigraphs	Three-letter combination "	-tch -dge
Consonants in blends	2-3 graphemes with separate sounds	Scr, thr, cl, ft, lk, st (many more)
Silent letter combinations	One represents the phoneme, the other is silent	kn, wr gn, ps, rh –mb, -lk, -mn, -st
Combination qu	These letters together stand for 2 sounds	quickly

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Vowel Graphemes

Consonant Grapheme type	Definition	Examples
Single letters	Single vowel letter can represent a vowel phoneme	cap, hit, gem, clod, muss, me, no, music
Vowel teams	2-3-4 letters stand for a vowel	head, hook, boat, sigh, weigh, toil, bout
Vowel-r combinations	A vowel followed by r, works in combination with /r/ to make a unique vowel	car, sport, her, burn, first
Vowel-consonant-e (Vce)	The vowel-consonant-silent e pattern is a common spelling for a long sound	gate, eve rude, hope, five

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Syllable Patterns

Syllable type	Definition	Examples
Closed	Syllable with short vowel spelled with a single vowel letter ending in one or more consonants	dap-ple, hos-tel, bev-erage
Vowel-C-e (Magic e)	Syllable with a long vowel spelled with one vowel + one consonant + silent e	com-pete, -des-pite
Open	Syllable that ends with a long vowel sound, spelled with single vowel letter	pro-gram, ta-ble, re-cent
Vowel team	Syllables that use 2-4 letters to spell the vowel	beau-ti-ful, train-er, con-geal, spoil-age
Vowel-r (r-controlled)	Syllable with er, ir, or ur	in-jur-ious, con-sort, char-ter
Consonant-le	Unaccented final syllable containing a consonant before /l/ followed by a silent e	drib-ble, bea-gle, lit-tle

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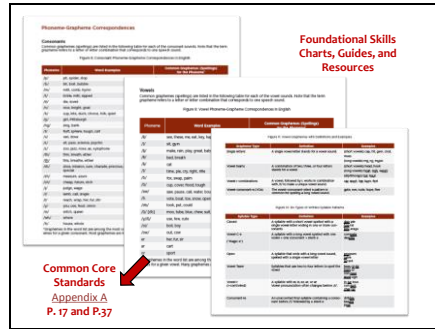
See page 37 in the bibliography of Appendix A for sources used in helping construct the foundational skills and the material below.
http://www.corestandards.org/assets/Appendix_A.pdf

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Slide 105
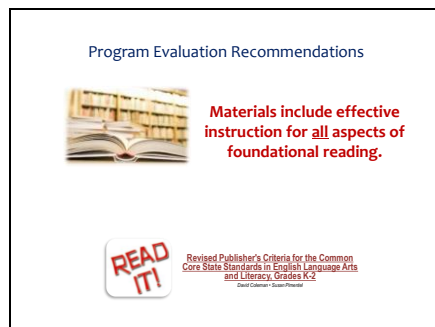
The following recommendations are intended for publishers creating new curriculum material aligned to the Common Core Standards.

The document lists criteria for instructional material and assessments including the following:

Materials allow for flexibility in meeting the needs of a wide range of students.

Materials include effective instruction for all aspects of foundational reading (including distributed practice).

Fluency is a particular focus of instructional materials.

Materials offer assessment opportunities that measure progress in the foundations of reading.

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